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ABSTRACT

The second part of a 5-part course in Spanish serves as a curriculum guide to accompany the basic text, "ALM Spanish," units 12 and 13. The guide focuses on six areas of language instruction: (1) listening, (2) speaking, (3) reading, (4) writing, (5) culture knowledge, and (6) student analysis of attitudes toward language learning. The guide is divided into five sections: (1) broad goals and performance objectives, which include a breakdown of the six areas of emphasis with practical suggestions on the teaching of each area; (2) course content, which lists the grammatical and lexical inventory for units 12 and 13; (3) suggested expansion of materials to accompany units 12 and 13, which includes suggested procedures for expansion; (4) sample evaluations for measuring performance objectives, with divisions in the evaluations according to the areas of emphasis; and (5) references. The course is designed to develop multiple skills in language. (LG)

ED 090784

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

FOREIGN LANGUAGE

PROGRESSING IN SPANISH PART 2
(7504.32)

DIVISION OF INSTRUCTION • 1971

FL 005 215

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PROGRESSING IN SPANISH

PART 2

7504.32

Division of Instruction
Dade County Public Schools
1972

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TABLE OF CONTENTS

Course Description iii

Broad Goals and Performance Objectives .. 1

Course Content 10

Suggested Expansion of Materials..... 14

Suggested Procedures 15

Sample of Evaluations 17

References 20

COURSE DESCRIPTION

The multiple skills of language are developed in this course as students read about a trip downtown and the bullfights. The present progressive and the indirect object pronouns are among the structures considered. Basic content is that of units 12 and 13 of ALM Spanish, First Edition. Class discussions are conducted in Spanish. This course is designed for students who have controlled 7504.31 or equivalent material.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: According to his levels of maturity and achievement, the learner will indicate by overt and/or spoken reaction his:

A. Understanding of the target language spoken at normal tempo.

1. Given twenty incomplete sentences, with three possible completions, the student will choose the correct completion by circling a, b or c. The sentences will be spoken twice.

2. Given orally ten different questions previously studied, with three possible answers, the student will choose the correct answer by circling a, b or c.

B. Comprehension of new arrangements of familiar content: Given orally five groups of five sentences each, the student will choose in each group the three sequential sentences by circling the proper letters from a to e.

C. Understanding of conversations based on everyday situations:

Given orally ten sentences based on everyday situations previously studied the student will indicate the situation described by circling a, b or c (estacionando el coche, en el aeropuerto, en la aduana, en el camión, en la corrida, consiguiendo asientos, comiendo tacos).

D. Understanding of questions about his own usual activities in and out of school.

Given orally ten questions related to his activities and the ones already learned in this course, the student will choose the correct answer by circling a, b or c.

E. Understanding of regional speech variations of the target language:

Given orally groups of five words the student will find the synonym in each by circling the correct letters from a to e (camión, guagua, autobús) (caminar, andar, venir a pie).

II. Speaking Skills: According to his levels of maturity and achievement, the student will speak with intonation and pronunciation acceptable to the teacher. He will:

A. Imitate conversations of models at natural speed:

Given orally basic sentences included in this course, the student will imitate what is heard.

B. Speak with acceptable intonation.

1. Given orally ten questions, the student will answer them with acceptable intonation.
2. Given verbal cues on material learned, the student will speak for three minutes with acceptable intonation.
3. Given basic sentences learned during this course, the student will orally construct a short narrative with acceptable intonation.

C. Perform necessary changes in form and order by practicing these changes in structure drills and exercises.

1. Given oral replacement and translation drills of material taught, the student will restate the correct pattern performing the necessary changes.
2. Given a person number substitution drill on present progressive; indirect object pronouns; verbs <u>faltar</u>, <u>encantar</u>, <u>parecer</u>, <u>gustar</u> used with indirect object pronouns; preterit forms of A, E, I verbs; irregular verbs <u>dar</u>, <u>ir</u>, <u>ser</u>; the student will restate the pattern performing the necessary changes.
3. Given item substitutions on infinitives after prepositions and prepositional pronouns, the student will restate the pattern performing the necessary changes.

D. Manipulate previously mastered conversations by transformational process and by substitution process.

1. Given orally short conversations previously learned, the student will change the subject or subjects by substitution process and also perform any other necessary changes.
2. Given orally short conversations previously learned, the student will change the conversations from the present tense to the present progressive.

E. Answer questions about his usual activities.

Given questions dealing with student activities and containing the structures learned in this course, the student will answer them within a period of time determined by the teacher.

F. Ask questions relating to his usual activities.

1. Presented with a visual stimulus of a daily situation previously learned, the student will ask five questions using said cue as a target.
2. Given verbal cues, the student will ask a question using said cue as a target.

G. Recognize structural or grammatical signals by applying them correctly in patterned drills.

1. Given indirect object pronouns as cues, the student will orally construct correct sentences, placing the cue in the proper position.

2. Given different subjects as cues, the student will use indirect object pronouns with the verbs parecer, encantar, faltar and gustar, placing them in the correct position.

H. Speak satisfactorily on topics within his range of development.

Given different topics to choose from, the student will select one conversing about it with acceptable pattern construction, intonation and pronunciation.

I. Sing songs in the target language.

Given different songs related to different times of the year and different situations, the student will sing them with proper pronunciation and intonation.

III. Reading Skills: According to his levels of maturity and achievement, the student will demonstrate by oral or written reaction his:

A. Skill of reading as evidenced by correct intonation and juncture.

1. Given any material previously learned audiolingually, the student will read it aloud with correct intonation and juncture.

2. Given any selected paragraphs containing language already studied, the student will read them aloud.

B. Skill of reading with direct comprehension of what has been mastered audiolingually.

1. Given short narratives related to material taught, followed by questions, the student will read the narratives and answer the questions orally, showing direct comprehension of material.
2. Given a short narrative with a series of questions and incomplete sentences, the student will choose the correct answer or completion by marking a, b or c.
3. Given short situations, the student will read them and by the description given will determine what month of the year it is.

C. Skill of reading materials that recombine materials learned audiolingually.

Given ten written questions recombining materials learned, the student will match the questions with a list of answers given.

D. Skill of reading specially written materials that introduce new vocabulary and grammar progressively.

Given short dialogs or narratives introducing new vocabulary items and grammar, the student will read them and by answering questions prove his comprehension of content.

IV. Writing Skills: According to his levels of maturity and achievement, the student will:

A. Write from dictation the target language content which he has previously heard, spoken and read.

1. Given orally sentences or lines of the dialogs, the student will write them with correct ortography with 90% proficiency.
2. Given orally sentences containing words whose sounds and symbols have been already learned, the student will write them with correct ortography with 90% proficiency.

B. Write exercises requiring minimal structural changes.
1. Given one model sentence on the present progressive, followed by subject pronoun cues the student will rewrite the model sentence making the necessary changes.
2. Given one model sentence, followed by different subjects as cues, the student will rewrite the sentence using the appropriate indirect object pronoun.
3. Given a model sentence on preterit form and a list of subject pronouns as cues, the student will rewrite the sentence making the necessary changes.

C. Write answers to oral questions or rejoinders to statements that have been practiced.
1. Given short oral narratives followed by a series of questions, the student will write the answers to the questions with correct spelling and word order.

2. Given ten questions, the student will write answers with correct spelling and word order.

3. Given ten statements already practiced, the student will write rejoinders.

D. Construct original sentences following a model with a controlled vocabulary.

1. Given a model sentence followed by a list of words, the student will replace the appropriate word in the model sentence and make any necessary changes.

2. Given a list of words, the student will write with each one of them an original sentence with correct word order.

E. Rewrite a paragraph, changing one key structural element and making all other consequent necessary changes.

1. Given a paragraph with all verbs in the present tense, the student will rewrite the paragraph changing the verbs to the present progressive.

2. Given a paragraph with all the verbs in the present tense, the student will change them to the preterit form and make all other necessary changes.

V. Knowledge of Culture: According to his levels of maturity and achievement, the student will:

A. Demonstrate a recognition of the similarities and differences between the learner's culture and the target culture by a written description of three of each category.

B. Demonstrate knowledge of the geography and main features of the target culture, by answering correctly eight questions of a given ten.

C. Identify five statements descriptive of acceptable behavior of the target culture when given eight from which to choose.

D. Describe five important ceremonies, rituals and holidays in the target culture.

E. Describe five myths or legends of the target culture.

F. Identify eight contemporary values and behavior patterns of adolescents in the target culture when given ten from which to choose.

VI. Attitude Changes: The student will:

A. Show awareness of various reasons for studying a foreign language.

1. Given discussion groups, the student will participate.
2. The student will do research papers in English.
3. Offered special projects, the student will participate.

B. Identify several reasons for studying a foreign language.

1. Given discussion groups, the student will participate.
2. Offered special projects, the student will participate.

C. Sign up for further courses of language study.

COURSE CONTENT

Unit 12

1. Dialog: "Un viaje al aeropuerto"
2. Present Progressive (-A,-E,-I verbs)
3. Infinitives after prepositions
4. Indirect object pronouns
5. Faltar, encantar, parecer, gustar used with indirect object pronouns
6. Reading selection: "Una tarde divertida"

Vocabulary

Expressions

Hablar como un loro	Por todos lado
Hacer señas	¿Qué tal?
No entender ni jota	¡Qué va!
No te metas conmigo	Darse cuenta de

Nouns

aduana
aeropuerto
avión
ceremonia
cesta
coche
comida
cuadro
chachachá
chaqueta
despensa
equipaje
foto
maletín
mano
mañana
misa
momento
parte
picnic
Puerto Rico
sirvienta
tortilla
viaje
vuelo

Verbs

anunciar
aterrizar
dividir
entender
escribir
escuchar
esperar
estacionar
mandar
notar
observar
parecerse a
preparar
reconocer
sonreir
traer

Adverbs

ahí
donde

Adjectives

católico
demasiado
joven
religioso

Unit 13

1. Dialog: "Un viaje al centro"
2. Preterit Forms (-A,-E,-I verbs)
3. Preterit form of irregular verbs dar, ir, ser
4. Prepositional pronouns
5. Ser and estar with adjectives
6. Reading selection: "El esquí acuático"

Vocabulary

Expressions

A la vuelta
A propósito
Basta de cuentos
Cueste lo que cueste
De acuerdo
¿Qué tal?
¡Qué va!
Tener ganas de
Valer la pena
Venir a pie

Nouns

asiento
avenida
boleto
camión
centro
colegio
cuento
dinero
esquí
estribo
lata
lugar
peso
plaza
reventa
sardina
sol
sombra
taco
toro
universidad
vacaciones
vez

Verbs

aguantar
arreglar
caerse
caminar
colgar
conseguir
costar
cuidar
deber
decidir
exagerar
explicar
haber
jurar
meterse con
perder
perderse
quejarse
sentir
subir
torear
ver
viajar

Adjectives

acuático
aficionado
caro
derecha
difícil
estupendo
fácil
izquierda
lleno
principal
rico
riquísimo
temprano
valiente

Adverbs

francamente

Prepositions

hacia

SUGGESTED EXPANSION

Unit 12

Narratives

La llegada de papá *

Carnaval en Cuba *

El nuevo mundo **

*Spanish Supplementary Materials (ALM Spanish Units 1-14)

**ALM Spanish, Second Edition, unit 12

Unit 13

Narratives

El Lazarillo y el Ciego *

Una carta *

¿Quién es? *

Problemas entre hermanos **

* Spanish Supplementary Materials (ALM Spanish Units 1-14)

** ALM Spanish, Second Edition, unit 13.

SUGGESTED PROCEDURES

It is strongly recommended that the teacher use the supplementary narratives included in the Suggested Expansion of Materials.

The individual teacher should feel free to add to or substitute other stories or create other kinds of exercises which relate closely to that found in the basic course.

One kind of exercise can be the following:

Give students paired sentences in which a word has two different connotations. The student will match the sentences with their English translations, showing understanding of meaning.

Examples of such sentences are:

El chico parece cansado	El chico se parece a su papa
Espero por ti dos horas	Espero que vengas en dos horas
Tiene ganas de ir al cine	Ganas mucho en el cine
Mi amigo es listo	Mi amigo está listo
Las uvas son verdes	Las uvas están verdes
Esa chica es guapa	Esa chica está guapa

The following procedures have proven effective and are recommended to those who wish to vary their presentation as well as provide in-depth study of the content.

1. Create additional narratives
   a. Questions
   b. Completion exercises for comprehension
   c. Sentence construction exercises based on the narrative
   d. True-false statements related to narratives
   e. Matching exercises related to narratives.
2. Provide supplementary drills
3. Encourage personal narratives
4. Assign drawings of students' homes - Oral description before class
5. Simulate a market scene and enact a situation
6. Assign student to report orally on his daily activities
7. Encourage research
   a. Retail marketing
   b. Culture
   c. Art
   d. Geography
   e. History of a certain period
   f. Contemporary life in Latin America

EVALUATIONS

Listening Skills:

Sample instrument for measuring performance objective IA-1.

1. ¡El chico no nos ha visto! Si, ya _____
   A. nos vió
   B. les vió
   C. la vió
2. Estos boletos cuestan mucho. Quiero unos _____
   A. más caros
   B. más baratos
   C. que no sean baratos
3. ¿Adónde fuiste anoche? Fui _____
   A. a la plaza de toros
   B. a las cinco
   C. hace mucho tiempo

Speaking Skills:

Sample instrument for measuring performance objective IIG-2. Students restate the pattern sentence performing the proper change.

A la chica no le falta nada	A ti te parece bien
A mi _____	A nosotros _____
A mis padres _____	A Maria _____
A ti _____	A mi _____

Reading Skills:

Sample instrument for measuring performance objective IIIB-2. After reading the following paragraph, students will complete the sentences choosing the correct word.

Roberto y Juan van a la corrida de toros. Han invitado a sus dos amigas. En reventa un boleto vale 45 pesos, pero si los compran en la taquilla cuestan más baratos. Consiguieron unos asientos muy buenos a la sombra y pasaron un rato muy divertido.

1. Los boletos en reventa son _____

   A. baratos

   B. demasiado baratos

   C. más caros

2. Los asientos estaban en _____

   A. el sol

   B. la sombra

   C. mal lugar

3. Todos los chicos estaban muy _____

   A. tristes

   B. alegres

   C. cansados de la corrida

4. _____ van a la corrida

   A. dos chicos y dos chicas

   B. cuatro chicas

   C. dos chicos

Writing Skills:

Sample Instrument for measuring performance objective IVE-2.

Rewrite the following paragraph changing all the verbs from the Present to the Preterit Form.

Roberto encuentra a su amigo José en la calle. Los dos van a un café y piden tacos y refrescos. Los dos amigos están media hora hablando y luego van a casa de José a estudiar.

Culture Knowledge:

Instrument for measuring performance objective V B.

Answer in full any of eight of the following questions:

1. Locate la Sierra Nevada
2. Name the capital of Spain
3. What is the monetary unit of Mexico?
4. Explain what is la misa
5. Who is Arruza?
6. Explain the meaning of the words corrida and plaza de toros
7. Name an important avenue of Mexico
8. Locate Acapulco in Mexico
9. Name the mountains of Mexico
10. Name the capital of Mexico

Attitude Changes:

Instrument for measuring performance objective VIA.

Offer many possible extra projects and students will choose the one they like best. Each student should be evaluated as objectively as possible.

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